



REVIEW OF RESEARCH

ISSN: 2249-894X

IMPACT FACTOR : 5.2331(UIF)

VOLUME - 7 | ISSUE - 6 | MARCH - 2018



A REVIEW ON CONTINUOUS AND COMPREHENSIVE EVALUATION

Koyel Palit

Assistant teacher , M.M.J.High School.

ABSTRACT

Continuous and comprehensive evaluation is a new approach to the system of evaluation that aims to make evaluation more systematic and dynamic. The major assumption of CCE is that every child can improve. With the broader aim of examination reforms in mind, the scheme of Continuous and Comprehensive Evaluation envisages that every learner is to be evaluated over the entire period of learning schedule rather than one three hour external examination at the end of a course of learning. CCE focuses on the all-round development of every child that can be achieved by active participation in different activities which in turn helps to derive self-belief in the learners. They may enjoy their learning and taste success. This Evaluation process is school based, where the responsibility of school authority and teachers are huge. In this new scheme, the role of formative evaluation is of utmost importance. So it is necessary to investigate how the policymakers frame the rubrics of formative assessment. The tools and techniques are analyzed critically to highlight their use and effectiveness. For the purpose of this study, the assessment procedure of one central board CBSE and one state board WBBSE is discussed in a comparative way. But one of the major limitations of this study is that it does not work with any particular school. The study aims to reflect on the overall change in the evaluation system, its use and effectiveness, as well as its limitations.



KEY WORDS: CCE, School-based evaluation, Formative assessment, Summative assessment.

INTRODUCTION

Evaluation is an essential part of education system. Continuous and comprehensive evaluation is a new approach in the evaluation system. This new pattern is completely different from the conventional practice of evaluation prevalent in school. Evaluation is understood as a sort of written examination, where a student has to excel to show how much he has learnt. It is a very faulty process of judging the ability of learners. It neglects multiple skills and abilities present in the learners. To nourish the all-round development in learners, this new system of evaluation covers cognitive, affective, as well as psychomotor development. Continuous and Comprehensive Evaluation is meant to emphasize evaluation of identified aspects of students' growth and development in a continuous process rather than as an event. CCE encompasses the evaluation of both scholastic and co-scholastic aspects of pupil growth and is carried out on continuous basis spreading over the whole academic session. This system is gradually introduced in India by different state boards and central board like CBSE. To judge the effectiveness of this system, the assessment procedure of

CBSE and WBBSE is analyzed. There are many obstacles till present in the education system in the way of successful implementation of this system.

The major goal of evaluation is to improve learning. It should convey valid information to the teachers, learners, and their parents concerning their progress. Formative assessment helps to create active and reflective learners, who can participate in the learning process. Evaluation should run in a continuous process to give effective feedback at regular intervals. The teachers can take up remedial measures accordingly. Thus this system has a strong feedback mechanism. But to yield proper result, the scheme of evaluation is to be properly devised. The distribution of marks between formative and summative evaluation are to be clearly decided. The indicators of formative evaluation are to be clearly articulated. The entire scheme should be effectively devised, and indicators and grading system are to be clearly mentioned. The students and the parents are to be made aware regarding the Evaluation tools, as their cooperation is essential to reap the harvest of this new scheme.

OBJECTIVES

The objectives of this study are the following:

- To describe and analyze CCE
- To discuss assessment procedure
- To make a comparative analysis of evaluation pattern implemented by CBSE and WBSSE

SCHOOL-BASED EVALUATION

To realize the above mentioned objectives and to make evaluation comprehensive and regular, this new approach of evaluation is essentially a school-based system of evaluation. This school-based evaluation is necessary to enhance all round development of learners. This evaluation process is more improved than traditional examination pattern of ranking students at the end of a particular grade level. This new pattern is learner centered. It assesses the learners in a continuous and comprehensive way. It gives importance to the acquisition of multiple skills, critical ability, and creative faculty over emphasis on memory.

It leads towards a total change in the teaching learning environment. It is no more about controlling learners but to enriching and empowering them. Teachers become Guides facilitators in this process rather than instructor, directing students from a pedestal. Though here teacher designs the learning experience for students but the evaluation process is focused on the learners over all development, specific lags in individual learners and providing remedial measures. The learners are encouraged to take part not only in the educative process but also in this evaluation design that helps in demonstrating multiple skills and abilities developed in them. Thus this school-based evaluation is not restricted to a correct answer, but it also leads to construction of knowledge, development of skills and abilities, making learning meaningful and related to real life.

CCE: THE CONCEPT AND SCOPE

CCE proposes a new approach to the evaluation system. The conventional pattern of evaluation only tries to measure the amount of knowledge gathered by a learner during a particular class or standard. But this new approach tries to measure not only the different areas of knowledge but also the formative aspects. It becomes an effective tool that helps to see the growth of learners in curricular activities and simultaneously giving proper weightage to co-curricular activities and even psycho-social development.

Education aims at all-round development of a child encompassing physical, intellectual, moral, social, and emotional development. The curriculum as proposed by National Curriculum Framework (NCF) is designed in accordance with the need of complete growth of a child. Syllabus followed by different boards all around the country is framed to nourish the proper growth and development of the learners. The pattern of evaluation should try to measure all these aspects, not the accumulated knowledge only.

Comprehensive means the inclusion of all aspects of a particular thing or idea. It has a large scope as it tries to envelop the totality of the concept. Continuous means that the assessment must be done on a regular basis not at the end of the year. Whereas 'comprehensive' stands for all-encompassing procedure, 'continuous' stands for no break or isolation, but an ongoing process to evaluate the learners overall growth and development. Thus this assessment process envelops cognitive development, affective development as well as physical development. It has a broader scope in encouraging the co-scholastic areas of development innurturing developmentof personality, interest attitude, value of a learner;although not neglecting the scholastic aspects.

The National Policy on Education (1986), Program of Action (1992), The National Curriculum Framework for School Education (1986, 2000 and 2005) repeatedly emphasized the need of all round development of a child, enveloping personal and social development beside accumulation of knowledge CCE has enough potential to be an effective tool to achieve the desired goal in this area. Though the concept is relatively new in our country, different boards of education in many states, CBSE, have introduced this pattern of evaluation. These boards have issued Teachers' Manual, Paper Booklets that help the teachers and practitioners to follow the guidelines provided regarding the objectives, methods of evaluation, tools and techniques. But only these are not enough. Teachers' are provided with training programs, refreshment courses as a whole, as well as in different subjects.

CCE: EMPHASIS ON FORMATIVE EVALUATION

Formative evaluation is an integral part of CCE. As our conventional and prevalent pattern of examination only stress the amount of knowledge gathered by a learner at particular grade level. It totally neglects the formative aspects. This new pattern gives equal importance to formative evaluation beside the summative evaluation, and both will complement each other in measuring the development of a learner in a much more comprehensive way.

Formative evaluation mainly focuses on qualitative improvement. Formative assessment taken on a continuous or regular basis helps in improving not only the developmental aspects in learners but also makes teaching-learning process more effective. Moreover it acts as a strong feedback mechanism that gives immense benefit to both learners and teachers. In this way it reflects on the remedial measures and corrective teaching that may be carried out during the present session of academic endeavor.

National Curriculum Framework (NCF) emphasizes on the overall development of a child. Summative assessment can only measure the cognitive abilities but assessment of other abilities is also important. In this area formative evaluation can effectively complement summative evaluation. Like NCF, NCERT gives stress on reducing the pressure of curriculum on the learners and bringing out a complete reform in the system of evaluation. This modified evaluation system puts stress on value education developing the notions of national unity, development of healthy habits, cleanliness, mutual co-operation, mental health and hygiene in the learners. Furthermore, education should be related to work, linked with life skills and thereby preparing the learners to become mature members of our society to respond and fight the challenges of life and society.

CCE: The Assessment Procedure

Continuous and comprehensive evaluation is essentially a school-based evaluation. In CCE, a learner's performance is observed and recorded throughout the academic session. This new evaluation system covers the scholastic and co-scholastic areas of school education. It includes both the formative and summative evaluation; both are shown side by side in the report card. The rubrics and grading system are clearly mentioned so that the pupils as well as the parents may have the clear picture of a learner's progress.

This assessment procedure is now described in detail focusing on its constituent parts. For this purpose the evaluation system now in practice of two different boards – CBSE and WBSSE are taken and discussed.

❖ Summative Assessment:

The Central Board of Secondary Education (CBSE) has introduced CCE in primary classes (I-V) in 2004 and extended it to classes VI-VIII in 2006 and in the secondary level in 2010. In case of VI-VIII, the CCE consists of three main parts –

Part-I: Scholastic Areas

Part-II: Co-scholastic Areas

Part-III: Co-curricular Activities

Part-I consists of two terms, involving both formative and summative assessment, as shown in table 1. Nine-point grading system is followed for the assessment of the learners.

In WBBSE Summative evaluation will be conducted thrice in a session mainly through written tests. The teachers must provide open-ended questions and questions that help to reflect the analytical and creative expression of a learner. There should be ample scope for the learner to relate the acquired knowledge with their real-life experience. In Summative evaluation special care to be taken to measure the retention level of the learners and the subsequent development of it.

❖ Formative assessment:

In the Manual of CBSE, formative assessment is described in much detail. It consists of two main parts of the total assessment. In part-II, learners are evaluated in a five-point grading scale. Part-II consists of four sections – a) life skills, b) work education, c) visual and performing arts, d) attitudes and values. In this part the various life skills like self-awareness, inter-personal relationships, ability to solve problems, making decisions, ability to think and communicate is effectively nourished. It also encourages empathy, values, managing emotions and creative expression as we find in the rubrics of WBBSE. Like WBBSE the class teacher will mark every student in consultation with all the subject teachers throughout the year by proper observation. Part-III, the co-curricular activities has two sub-sections and also assessed in a five point grading scale. This part is based on direct activities and participation of students. The first section gives the students four areas among which they can select any two according to their interest. These are –

- i. Literary and Creative Skills
- ii. Scientific Skills
- iii. Information and Communication Technology (ICT)
- iv. Organizational and Leadership Skills

The second section gives the students the opportunity to select from the following eight activities classified under 'health and physical activities'. These are –

- i. Sports
- ii. NCC / NSS
- iii. Scouting and Guiding
- iv. Swimming
- v. Gymnastics
- vi. Yoga
- vii. First Aid
- viii. Gardening

In the case of WBSSE there are five indicators for formative assessment. The indicators are followed both inside and outside the classroom. These are –

- I. Participation.
- II. Questioning and Experimentation.
- III. Interpretation and Application.
- IV. Empathy and Co-operation.

V. Aesthetic and Creative expression.

In this way the indicators for formative assessment clearly shows that the developmental aspects of a learner is kept in mind. The first indicator 'Participation' includes the role of students in different school activities like cultural activities, awareness programs, games and sports. The second indicator 'Questioning and Experimentation' highlight the skill of asking questions and the capacity to understand something experimentally. The third indicator 'Interpretation and Application' are used to measure the ability to comprehend and apply the knowledge gathered in the classroom. The second and third indicators mentioned above help to relate the knowledge theoretically acquired in the classroom to different situations faced by the learners outside the classroom. The fourth indicator 'Empathy and Co-operation' is the most essential in developing a learner's proper personal and social development. The last indicator 'Aesthetic and Creative expression' focuses on another essential area of co-curricular activities as it helps to enhance the habit of expressing the learners' creative urge through different arts and crafts. In this formative evaluation, the teachers record their observations time to time in their daily diaries without informing the learners; thereby making the evaluation stress free for the learners

Table 1: DESIGN FOR CCE IN CBSE: DISTRIBUTION OF MARKS:

Type of assessment	Percentage of weightage in academic session	Month
	First Term	
Formative assessment-I	10%	April-May
Formative assessment-II	10%	July-August
Summative assessment-I	30%	September
	Second Term	
Formative assessment-III	10%	October-November
Formative assessment-IV	10%	January-February
Summative assessment-II	30%	March

Total: Formative Assessments (FA) = FA1+FA2+ FA3+FA4 = 40%

Summative Assessments (SA) = SA1+SA2 = 60%.

Table 2: DESIGN FOR CCE IN WBBSE: DISTRIBUTION OF MARKS:

Class capsule	Total marks	Formative	Summative
I-II	450	250	200
III & V	650	250	400
IV	800	250	550
VI	1100	300	800
VII & VIII	1300	300	1000

Both tables show the distribution of marks between formative and summative assessment. In CBSE formative assessment is done four times in an academic session as evident from table 2. The weightage given to formative assessment is 40%. In comparison to CBSE, WBBSE puts different weightage to formative assessment for different classes, mentioned in table 2. In class I and II it is more than 55%, but in class VII

and VIII 23%. In CBSE summative assessments is done twice a year, where percentage of weightage in academic session is 60% for upper primary level.

Tools and Techniques of Evaluation in CCE

Tools are instruments of collecting data. Tools include- observation, questions, tests, inventories, keeping records etc. These tools require the use of proper techniques. The techniques can be manifold; the teacher may use them according to the purpose. The techniques are – projects, debates, quizzes, competitions, group discussion, collaborative activities, experiments, assignments etc. A successful use of these tools and techniques can derive effective result. They can develop multiple skills of a learner. They can enhance their ability to understand, apply, analyze, interpret, evaluate, and establish relationships between two or more areas of knowledge.

Observation is an important tool that helps teachers collect information about students' activities in natural setting. It throws enough light on the personality development of a child, how he or she feels, behaves, interacts with peers as well as their interests, attitudes and values. Though limited information can be collected through check lists, it is a systematic device of recording specific behavior focusing on particular skills. Assignments can be used very effectively. It gives opportunity to learners to contextualize their knowledge, construct their own ideas, and articulate their thoughts. On the other hand, it gives opportunity to teachers to know the ability of learners' expressive skills acquired by them. Projects also provide scopes to work on acquired knowledge, collection of data, interpretation and application of them in practice, make generalizations. It gives students opportunity to explore, investigate and work in groups and sharing experience in real-life situation. In this way these strategies of evaluation restrict the conventional practice of conducting written examination from the units of syllabus taught in the class.

ROLE OF SCHOOL, TEACHERS AND PARENTS

The success of CCE depends on the stakeholders of education system for the implementation of this elaborate scheme. The school must create a positive environment where the learners may develop their create ability. Professional training and sincere effort on the part of the teachers is must. The teachers must be able to adapt an objective way when grading students in the formative part. Too much subjectivity can hamper honest judgment. Unlike the traditional teacher-centered approach this new approach is learner-centered. So the teachers must encourage the learners to participate in group activities under their supervision. It will help to build mutual trust, respect and co-operation among teachers and students. The teachers have to attend workshops, orientation programs to know how they handle with the new scheme. Respective boards have issued manuals and guidelines that will describe the scheme in detail. It will give scope for professional development of teachers. The learners and parents are to be informed and made aware of the new pattern of evaluation. It will lead to a healthier relationship between the school and community. Even parents may be involved in volunteering in co-curricular activities – in turn they can encourage children to take part I different activities.

LIMITATIONS OF CCE

The success of CCE depends on the availability of the enabling conditions. In a country like India, the infrastructural condition is poor. The desired teacher-student ratio to conduct group activities, learning by doing, is far from the satisfactory level. The evaluation process in CCE can run smoothly when the curriculum for the entire grade levels are suitably revised, the textbooks and teaching-learning materials are appropriately rewritten and are available. Till now many teachers are involved in conventional teaching practices that make it difficult to achieve success in CCE. As CCE is school-based evaluation system the teachers should be properly trained. The Yashpal Committee report commented that, "In many private educational institutions, the appointment of teachers is made at the lowest possible cost. They are treated with scant dignity..." On the other hand, in Government schools, the teachers are being deputed for census

work, election duty and many other non-teaching activities; as a result, they take away time, energy and concentration that should be devoted to teaching.

CONCLUSION

The merit of education can never be judged without proper evaluation system. Evaluation is a decision-making process, regarding the development of each learner in its totality. Evaluation and development must go hand in hand. Continuous evaluation is more scientific than term-end examination. This new evaluation encourages learning by variety of techniques. CCE recognizes the achievement of every learners even those who may not excel in academic tests. It helps to nourish all round development in children. It helps teachers to highlight specific drawbacks in students and help to design remedial measure within the academic session. CCE provides feedback about the acquired levels of learning and areas of desired enhancement of learning in scholastic areas, it also lays equal emphasis on achievement in outdoor co-curricular activities including sports and games. Due emphasis is paid on development of personality attributes and other co-scholastic areas along with scholastic domain. It will certainly help the young learners grow into mature human beings and will enable them to contribute meaningfully towards societal requirements and national expectations. Thus CCE should serve as a feedback mechanism for the teachers, learners, as well as parents in regular intervals, so that enough support is to be provided for the child. Therefore the assessment protocol for CCE is needed to be carefully articulated in every school so that every learner can understand 'what is to be learned' and 'how'. The implementation of CCE requires effective participation of teachers, pupils and related authorities, improvement of conditions in which teaching – learning process may operate conveniently. This can make CCE become an effective tool for progress in learning and for the development of a child.

REFERENCES

- Ashita R(2013). Beyond testing and grading, using assessment to improve teaching–learning. *Research Journal of Educational Sciences*. 1(1):2-7.
- CBSE (2009), .Teachers.Manual on Continuous and Comprehensive Evaluation., pp.1-10.
- CBSE (2010). "Continuous and Comprehensive Evaluation Manual for Teacher, Classes VI-VIII", New Delhi : CBSE.
- NCERT (2003). Continuous and Comprehensive Evaluation, Teachers Handbook for Primary Stage. New Delhi : NCERT.
- NCERT (2005).National Curriculum Framework – 2005. New Delhi : NCERT.
- Panda B.N (2014). Status of continuous and comprehensive evaluation at elementary stage.*Journal of All India Association for Educational Research*.26(1).
- Rao, P.M (2006).Impact of Training in Continuous and Comprehensive Evaluation on the Evaluation Practices of Teachers of Primary Schools in Tamil Nadu., *Indian Educational Review*, Vol. 42. No. 1 (January 10), pp.60-78.
- Rao M.C(2014) Suggestive Measures for Attaining Excellence through Higher Education. *Res. J. Recent Sci*. 3(1): 97- 102.
- Singh, A. (2010), *Grading System for schools*, *Journal of Indian Education*. pp.105-111.
- Singhal,P.(2012). Continuous and Comprehensive Evaluation – A Study of Teachers' Perception.*Delhi Business Review*. 13(1): 81 – 99.
- WBBSE (2009).Foundation Paper on C. C. C. E., SarvaSikshyaAbhiyan Cell.Kolkata : WBBSE.
- Yashpal Committee Report, PP-33.



Koyel Palit
Assistant teacher , M.M.J.High School.